

Unit Planning Guide: Grade _3_ Unit __4_ of _6__

Unit Title: Geometric Attributes	Pacing (Duration of Unit): 2 weeks
Grade: Third	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- **Model with mathematics.**
- **Use appropriate tools strategically.**
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Standards (Priority Standards in bold):</p> <p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal areas and describe the area of each part as 1/4 of the area of the shape.</p>	<p>WIDA for English Language Learners</p> <p>S</p>
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<p align="center">Meaning (*Mostly assessed through Performance Tasks/Assessments)</p>

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • Recognize that shapes fit into a particular classification • Geometric figures can be classified according to their properties. • Relate fraction work to geometry by expressing the area of a shape as a unit fraction of the whole. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • How do attributes define a shape? • Why is it important to partition shapes into equal areas?
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<p align="center">Acquisition (*Mostly assessed through traditional summative assessments)</p>

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> · Vocabulary – , parallelogram, trapezoids, rhombus, angles, properties, fraction, attributes, polygons, partition, units, sides · the broad category “quadrilaterals” includes all types of parallelograms, trapezoids, and other four sided figures, · details and use proper vocabulary when describing properties · that the area of part of a shape is identified as a unit fraction of the whole. · · · · · · 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> · recognizing shapes that are and are not quadrilaterals by examining properties of geometric figures. · using proper vocabulary when describing properties of figures · sorting, comparing and classifying geometric figures according to their attributes · partitioning shapes into halves, thirds, fourths, sixths and eighths. · identifying the fractional name of each part · identify and draw triangles, quadrilaterals (square, rectangle, parallelogram, trapezoid and rhombus), pentagon and hexagon. · identifying and describing examples and nonexamples of shapes based on properties · · ·
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